Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Douglass K-8 School **Address:** 1650 Ash St., Memphis, TN 38108	**District Point of Contact (POC)** **Name & Position:** Theresa Utley, Federal Grants Coordinator **Phone#:** (901) 416-4239 **Email Address:** utleytb@mcsk12.net
School Number: NCES ID 47029401048 **Year the school entered Priority status:** 2012-13	**Title I Status:** ✓ **Schoolwide Program** _____ **Targeted Assistance Program** **Title I Eligible School**
Principal's Name SY 2012-13: **(Indicate TBD if unknown at this time.)** TBD **Phone #** (901) 416-5946 **Email Address:** TBD	**Waiver Request(s):** _____ **Requested for this School** ✓ **Not Requested for this School**
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: *** Each year--not to exceed $2 million**	
Pre-Implementation Activities Year 1	**$** 7,000
Year 1: SY 2013-14 excluding pre-implementation	**$** 423,080
Year 2: SY 2014-15	**$** 517,954
Year 3: SY 2115-16	**$** 517,954
Three Year Total Budget	**$** 1,465,988

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Douglass K-8 School			Intervention Model: Transformation School
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	**2010-11**	**2011-12**	Student enrollment, including grade level and sub-group enrollment, is based on the district's end-of-year non-duplicated records for Grades K-8. Mobility data are maintained by MCS's Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards.
Total student enrollment	381	372	
Grade level enrollment			
Kindergarten	37	48	
Grade 1	38	34	
Grade 2	38	36	Student enrollment decreased slightly over the two years of data collection. Attendance in 2011-12 remained above the state goal of 93%. Mobility in 2011-12 was slightly below the district rate of 13.4%.
Grade 3	43	37	
Grade 4	34	37	
Grade 5	41	29	
Grade 6	46	50	
Grade 7	59	46	
Grade 8	45	55	The student population is greater than 95% Economically Disadvantaged. Over two years of data collection, enrollment has remained consistent with only a slight decrease in the number of African American students and students who are Economically Disadvantaged. Additionally, it is important to note, that in 2012-13 Douglass K-8 became an ELL/ESL school for 50 students from 3 continents, 7 countries, and 5 languages. Academically, our ESL population ranges from students who are new to the United States to students who have been in the States for several years. The addition of an ESL population created instant diversity, but also has presented challenges academically. To address the change in our diversity, we sought assistance from the Memphis City Schools ELL department. The staff of this department have provided our school with community outreach assistance through a partnership with the local Refugee Empowerment Group. This group provides tutoring services and other resources needed by our ELL students and their families.
Number of students in each subgroup			
African American	377	366	
Hispanic	4	6	
Black, Hispanic or Native American	381	372	
Economically Disadvantaged	374	362	
Non-Economically Disadvantaged	7	10	
Students with Disabilities	54	50	
Non-Students with Disabilities	327	322	
Non-Limited English Proficient	381	372	
Male	196	174	
Female	185	198	
Mobility (%) - Entrants, Withdrawals	8.9%	11.5%	
Attendance %	94.6%	94.5%	
Suspensions (#)	68	91	
Expulsions (#)	9	12	

AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Principal Lionel Cable Length of time in position 1.5 Years	Lionel Cable was appointed principal of Douglass K-8 in July of 2011 to provide leadership in school reform. He has developed an outstanding rapport with all stakeholders. During his 1.5 year tenure as principal, the Douglass team achieved the following: • Gains in all TCAP subject areas in 2012 (**+2%** RLA, **+6%** Math, **+6%** Science, **+5%** SS) • Collaborated with the Optional Schools department to form the only PreK-8th grade comprehensive school chess program that is competitive and used as enrichment and intervention in literacy and numeracy • Collaborated with the Optional Schools department to incorporate the Micro-Society academic program into the 5th-8th grade daily curriculum • Worked closely with Title I and Optional Schools to equip <u>every</u> classroom with technology (Computers, SMART Boards, SMART Response) • Formed a two-year partnership with the Memphis Zoo, resulting in a $170K project promoting hands-on learning experience for all 3rd-8th grade students • Added *orchestra* to the school's academic program for Grades 4 and 5 • Successfully recruited and enlarged the school's gifted program (CLUE) resulting in the hire of the school's first onsite CLUE teacher • Collaborated with the Memphis City Schools ESL department to develop and house Douglass' first ESL program that serves students and families from Africa, Asia, and Mexico • Created a K-5 Science Coach (position and lab) to work closely with the elementary teaching staff to insure the introduction of science in the lower grade levels • Established a partnership with The Life Church to provide tutoring services for our ESL students • Created a community GED program for parents and other community members • Formed a partnership with Stand for Children to offer Stand University for Douglass parents—a comprehensive 8-week parent engagement program. Douglass School was used as the pilot program/framework for the rest of the nationwide Stand University network. • Formed partnerships with Buckeye Technologies, The University of Memphis Law School, Organization of Black Aerospace Professionals, Regions Bank, Memphis City Council, and Memphis Police Department to offer job shadowing and business support within the Micro-Society program • Partnered with the Memphis Grizzlies and Mid-South Solutions to secure $10,500 worth of uniform shirts and jackets

	for the entire student body • Established a tutor/mentor program with the Douglass Alumni Association • Established Douglass' first National Junior Honor Society and Beta Club • Established an annual "Great Day of Service" partnership with Briarcrest Christian School Mr. Cable has had a positive impact on the culture and climate of the school. Several invaluable partnerships have been developed directly as a result of his visionary leadership.

Teaching Staff Number of years experience in profession		The total number of teachers at Douglass K-8 School is 37. The teaching staff is composed of eight teachers with 0-3 years experience, 14 teachers with four to ten years experience, seven with 11 to 20 years experience and nine teachers with more than 21 years experience. All of the teachers at Douglass K-8 School are highly qualified.
1. 1 to 3	8	
2. 4-10 years	14	
3. 11-20 years	7	
4. 21+ years	9	

Teaching Staff Number and % of experience in the school		Douglass K-8 School currently has 27 teachers who have been at the school for 0-3 years, three teachers who have been at the school 4-10 years, six teachers who have 11 – 20 years at the school, and one teacher has been at Douglass K-8 School for more than 21 years. Because of the high percentage of inexperienced staff members who are new to the profession, there will be an emphasis on team building activities in professional development. Team building will enhance the climate and the culture of the school.
1. 1 to 3	27	
2. 4-10 years	3	
3. 11-20 years	6	
4. 21+ years	1	

Teacher attendance rate	**2010-2011**	**2011-2012**	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators. There was a decline in the attendance rate of our teachers. Several teachers were out for extended periods of time on maternity leaves and other medical procedures.
	96.5%	91.0%	

Teacher evaluation data by levels		**2011-2012**		The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Below is an analysis of these scores and the differences between these scores and TEM scores for teachers throughout the school. Sixty percent of the teachers that serve in TCAP tested subjects and grades have a TVAAS composite of 3 or higher. Forty percent have a TVAAS composite of 2 or below. Teachers who serve in non-tested subjects/grades receive the school-wide 1-year school average. Douglass' school-wide 1-year composite averages for 2011-12 are: Overall – 5; Literacy – 3; Numeracy – 5; Literacy and
		Level 1	3	
		Level 2	1	
		Level 3	3	
		Level 4	2	
		Level 5	1	

				Numeracy – 4. The TEM teacher evaluation model currently used by MCS contains five separate scoring indicators that are weighted and when combined, create an overall evaluation score. Below are the five areas and their percentages: student growth (35%); student achievement (15%); observation of practice (40%); stakeholder perception (5%); and teacher knowledge (5%). Teacher evaluation data based solely on observation of practice closely aligns with TVAAS scores; however, teacher evaluation scores that average observation of practice with teacher knowledge, student achievement, student growth, and stakeholder perception do not align. This suggests that a teacher who scores low on observation of practice can still achieve an artificially inflated overall TEM rating by scoring higher on the remaining indicators. To address deficiencies and take advantage of strengths noted in teacher evaluation data, the school is currently assigning mentor teachers to low performing teachers, focusing on higher order thinking and differentiated instruction during monthly book studies, reviewing captured video of teaching during PLCs, and making frequent drop-in visits and formal observations. Data yielded through these activities are being used to guide instruction decisions for internal movement of staff and evidence for removal where necessary.
3. Student Achievement Data	**2010-2011**	**2011-2012**		Provide a summary of existing status and current needs.
Reading/Language Arts				
"Every test taker" (ETT) category	14.30%	15.20%		The percent of proficiency of ETT slightly increased during the 2011-2012 school year. However, the increase was significantly below state mandated annual measurable objective (AMO) of 69 percent. Douglass is in a Prek-8 grade configuration and student population is stable. It is best to look at data longitudinally vs. year to year. Analyzing data in this manner allows for deep understanding of weaknesses and strengths of grade level

teachers. Below is a data analysis by grade/cohort using 2011-12 as a baseline:

N/A	3rd Grade 2012 21% Prof/Adv	N/A
3rd Grade 2011 16% Prof/Adv	4th Grade 2012 11% Prof/Adv	- 5%
4th Grade 2011 15% Prof/Adv	5th Grade 2012 14% Prof/Adv	-1%
5th Grade 2011 7% Prof/Adv	6th Grade 2012 16% Prof/Adv	+9%
6th Grade 2011 32% Prof/Adv	7th Grade 2012 21% Prof/Adv	-11%
7th Grade 2011 4% Prof/Adv	8th Grade 2012 8% Prof/Adv	+4%

The analysis indicates weaknesses in 4th, 5th, and 7ths grade. Additionally, the data above correlates with Douglass teachers TEM and TVAAS data. Each year the proficiency rate for each grade should increase. Although 2 years worth of data does not suggest a trend, it does raise concern and awareness. The school realizes that there is a need to provide intense intervention, additional resources, and targeted strategies for the basic and below-basic performance categories and increase achievement levels for all students.

Our areas of need in R/LA include:
- Stronger personnel in TCAP tested grades
- A better-aligned R/LA curriculum in grades K-8 that focuses on phonemic awareness, comprehension, enrichment, and intervention
- Common Core
- Core classroom teacher ESL best practices

Subgroups:		
African American	14.10%	15.00%
Black, Hispanic or Native American	14.30%	15.20%
Economically Disadvantaged	13.90%	15.20%
Students with Disabilities	8.60%	15.40%
Non-Students with Disabilities	15.20%	15.20%
Non-Limited English Proficient	14.30%	15.20%

Only subgroups reported on the 2012 state Report Card are shown. Current TCAP data indicate a slight increase in the percentage of students scoring proficient and advanced in all subgroups, including an even greater increase in the Students with Disabilities subgroup, increase was significantly lower than the state mandated AMO. For the 2011-2012 school year, 85 percent of the students categorized as African American scored basic or below proficient in Reading/Language Arts, 84.8 percent of the students in the Black, Hispanic or

			Native American (BHNA) and Economically Disadvantaged subgroups, and 84.6 percent of Students with Disabilities. In addition to the current use of Tiered instruction, there is a need to implement additional instructional strategies that target students scoring basic and below basic and a need to increase the proficiency levels of all students. We have strategically developed a plan of action to utilize reading interventionists who work under the direct supervision of certificated staff to reinforce and reteach identified areas of deficiencies during small group instruction. We have also partnered with our community stakeholders who offer after-school tutoring for our lowest achieving students where their reading deficiencies are addressed. *It is important to note, for the 2012-2013 school year, Douglass K-8 will have an ESL subgroup.
School performance on value-added student achievement Math Reading/Language Social Studies Science	 1.2 (B) -1.6 (D) 0.7 (B) -0.7 (D)	 2 (A) -1.7 (D) 0.7 (B) -0.1 (C)	The Mathematics value-add score increased by 1.0 point and Science increased by .6 of a point during the 2011-12 school year. Data indicate consistent value-add in the two-period for Reading/Language Arts and Social Studies. There is a need to increase academic rigor, especially in Reading/Language Arts, training teachers to implement best instructional practices with fidelity, and training parents to assist their children in meeting the new standards.
Mathematics			
"Every test taker" (ETT) category	13.60%	17.90%	Although the proficiency percent of ETT showed an increase by 4.3 percent during the 2011-12 school year, the increase was significantly below State and District mandated AMO of 60%. In additional to Tiered instruction there is a need to implement additional strategies that target students scoring basic and below basic and to increase the proficiency levels of all students. Douglass is in a Prek-8 grade configuration and its students/families are not transient. It is best to look at data longitudinally vs. year to year. Analyzing data in this manner allows for deep understanding of weaknesses and strengths of grade level teachers. Below is a data analysis by grade/cohort using 2011-12 as a baseline.

N/A	3rd grade 2012 33% Prof/Adv	N/A
3rd grade 2011 14% Prof/Adv	4th grade 2012 8% Prof/Adv	-6%
4th grade 2011 18% Prof/Adv	5th grade 2012 10% Prof/Adv	-8%
5th grade 2011 9% Prof/Adv	6th grade 2012 6% Prof/Adv	-3%
6th grade 2011 20% Prof/Adv	7 grade 2012 30% Prof/Adv	+10%
7th grade 2011 17% Prof/Adv	8th grade2012 17% Prof/Adv	0%

The analysis indicates weaknesses in 4th, 5th, and 6th grade. Additionally, the data above correlates with Douglass teachers TEM and TVAAS data. Each year the proficiency rate for each cohort/grade should increase. Although 2 years worth of data does not suggest a trend, it does raise concern and awareness. The data reflect a need to provide intense intervention, additional resources, and targeted strategies for the basic and below performance categories and increase achievement levels for all of the students.

Our areas of need in Math include:
- Stronger personnel in TCAP tested grades
- A better-aligned Math curriculum in grades K-8 that focuses on building strong number sense and task analysis
- Common Core

Subgroups:		
African American	13.30%	17.30%
Black, Hispanic or Native American	13.60%	17.90%
Economically Disadvantaged	13.90%	18.00%
Students with Disabilities	5.70%	12.80%
Non-Students with Disabilities	14.80%	18.90%
Non-Limited English Proficient	13.60%	17.90%

Only subgroups reported on the 2012 state Report Card are shown. TCAP data suggests an increase in the percentage of students scoring proficient and advanced in all subgroups during the 2011-2012 school year. Although each subgroup made an increase between four and seven points, increases were still significantly below State and District mandated AMOs.

During the 2011-2012 school year, 82.7% of the students in the African American subgroup, 82.1% in the Black, Hispanic or Native American (BHNA) subgroup, 82% of Economically Disadvantaged, and 87.2% of Students with Disabilities subgroups scored basic or below proficient, but all subgroups

			decreased in the number of below-proficient students.

In addition to the current use of Tiered instruction, there is a need to implement additional instructional strategies that target students scoring basic and below-basic and a need to increase the proficiency levels of all students. We have strategically developed a plan of action to utilize web-based programs and an inclusion model that facilitates collaboration to reinforce and reteach identified areas of deficiencies during small group instruction. We have also partnered with our community stakeholders who offer after-school tutoring for our lowest achieving students. |
ACT scores (if applicable)	N/A	N/A	N/A
Graduation rate (if applicable)	N/A	N/A	N/A
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis

School Safety

Student Health Services

Attendance Support

Social and Community Support

Parent Support | The response rate for the 2011 TELL Survey was 67.5%. Below are selected responses:
- 92.6% agreed the faculty work in a school environment that is safe (cf. 96.0% all TN elementary schools).
- 70.4% agreed that teachers have sufficient access to a broad range of professional support personnel (cf. 81.0% all TN elementary schools).
- 53.8% agreed school administrators consistently enforce rules for student conduct (cf. 79.1% for all TN elementary schools).
- 96.3% agreed the community we serve is supportive of this school (cf. 85.1% all TN elementary schools).
- 63.0% agreed parents/guardians support teachers, contributing to their success with students (cf.71.6% all TN elementary schools).

Below are further highlights on these topics:
- Attendance figures for 2010-2011 and 2011-2012 are 94.6% and 94.5%.
- Suspension figures for 2010-2011 and 2011-2012 are 68 and 91. There was an increase in the total number of suspensions due to the new administration setting the tone for zero tolerance and promoting school safety.
- Douglass School prides itself by successfully connecting community and academics through innovative programming such as STAND University, Community GED Program, and Micro-Society.
- Parents have access to a full-time, on-site Parent/Family Resource Manager and center.
- Students and families have access to the Memphis City Schools Well Child Heath Care clinics/network. | | |

	The faculty and staff recognize the need to form positive working relationships with all stakeholders. Schools that have active partnerships with stakeholders are able to offer experiences to their students and teachers that extend the classroom into the community.
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	Currently the Memphis City Schools Instructional Maps are used for instruction. As a supplement, teachers were given five planning days to create an instructional map of TCAP skills. The teachers used TCAP Coach, TCAP Practice Tests, Discovery Formative, and the TCAP Item Sampler to create an additional instructional map. A weekly Common Assessment that aligns with the TCAP Map is used to benchmark the TCAP Map. Discovery ABC are used to benchmark the MCS Instructional Map. Existing Intervention Programs (for Tier II and III students who have a demonstrated need for interventions): • Stanford Math (with a goal of 80% mastery on first attempt) • Stanford Law • Reading Plus • MimioSprout • Destination Learning • Failure Free Reading • My Sidewalks • Study Island (Science) Proposed Intervention Programs: • Study Island (Math, Science, Social Studies) – All Grades • Stanford Math – K-8 (Tier III and SPED referrals only) • My SideWalks – K-1 (Tier II Only) • MimioSprout – Grade 1 (Tier III) • Orton Gillingham – K-3 (Tier III) • Read180 – 6-8 (Tier III) • Reading Plus – 3-8 (Tier II Only) • Think Like a King Chess Program (Integrated Mathematics and Literacy through Chess) • Daily Power Hour (*1 hour extension of the school day)*

	For the Daily Power Hour, data will drive development of a plan of action where we will utilize web-based programs and an inclusion model that facilitates collaboration to reinforce and reteach identified areas of deficiencies. Additional part-time reading teachers will be needed to work in concert with the regular classroom teachers to assist with the implementation of small group reading instruction with the focus on comprehension.
Enrichment Programs	Existing and Proposed Enrichment Programs: • Integrated Mathematics and Literacy through Chess (Optional/Magnet School Programs) • Orchestra (Numerous studies tie high academic achievement to the study of music) • CLUE (Gifted Program) • Study Island • Zoo Field Experience • Micro Society (Optional/Magnet School Program) • Think Like a King Chess Program(Integrated Mathematics and Literacy through Chess) Through SIG funds and stakeholder partnerships we plan to offer multiple opportunities for enrichment activities. The above programs will be intended to accelerate and combine instruction in all of the core content areas and to develop the students' higher order thinking ability. For example, The Memphis Zoo will offer students in Grades 3-8 enriched and hands-on science instruction that correlates directly with Tennessee science SPI's and CCSS.
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	• Two weeks before school starts, core teachers and the administrative staff disaggregate student data to determine areas of weakness and areas of strength in planning, curriculum alignment and Common Core focus. Additionally, teachers examine questions from past Discovery Assessments, TCAP item samplers, TCAP Coach, and TCAP practice tests to check alignment with the district provided curriculum maps. • Six times during the school year the principal meets with each teacher to review progress of individual goals and objectives that are determined at the beginning of the school year. Each teacher has a data folder that contains their TVASS information, TEM scores/profile, individual AMOs, School-wide AMOs, Discovery Assessment results, and all drop-in observation results. This information is used to determine a prescriptive professional development plan for each teacher. • Teachers meet twice per week in grade level/subject area PLC meetings to discuss instructional practices and to review weekly common assessment data to determine strategy effectiveness and to determine appropriate next steps.

	• Once per month teachers engage in professional development activities with another school or school(s) to share grade level best practices, which include Common Core, Small Group Instruction, Differentiation, and Higher Order Questioning. • Teachers utilize an in-depth lesson plan template that incorporates a crosswalk to ensure Common Core standards and current state standards align. The lesson plan is peer reviewed, submitted weekly, and monitored by administrative staff. • Level 5 teachers and district level content coaches are used to conduct drop-in observations, mentoring, and to share research based instructional strategies. • Douglass K-8 teachers have expressed the desire to become stronger reading teachers. Data suggest needs for the following: more training in closed reading, diagnosing reading difficulties, prescribing reading strategies, and integrating reading across the curriculum. Douglass students only achieved a 1.2% gain in R/LA on the 2012 TCAP test. • Although Douglass K-8 made gains on the TCAP Math test in 2011 and 2012, data suggest our students do not have a strong number sense. Professional development on high-yield mathematics strategies is needed. • There is a need to implement project based teaching strategies that will allow integration and compacting of instruction to maximize instructional time on task.
Use of instructional technology	Douglass K-8 currently uses a variety of instructional technology to improve and monitor student achievement. The school currently utilizes My Sidewalks, Stanford Math, Stanford Law, Reading Plus, MimioSprout, Reading Plus, and Failure Free Reading as intervention programs. All core classrooms are equipped with SmartBoard Technology in order to provide students with interactive lessons and activities. Several grades utilize student response systems and mobile computer labs, which are used to engage students in the learning, and provide teachers with immediate feedback in order to adjust instruction as needed. Although we offer and utilize several programs, there is a need to streamline the programs that we use to insure fidelity of implementation and effectiveness. Moving forward, we will utilize the following instructional technology programs for intervention and enrichment: • Math, Science, Social Studies: Study Island • Reading Interventions: See table below table: <table><tr><td>Grade Level</td><td>Tier II</td><td>Tier III</td></tr><tr><td>Kindergarten</td><td>My Sidewalks</td><td>Orton Gillingham</td></tr><tr><td>1st Grade</td><td>My Sidewaks</td><td>Orton Gillingham</td></tr><tr><td>2nd</td><td>My Sidewalks</td><td>Orton Gillingham</td></tr></table>

3rd	My Sidewalks	Orton Gillingham
4th	Reading Plus	My Sidewalks
5th	Reading Plus	My Sidewalks
6th	Reading Plus	Read 180
7th	Reading Plus	Read 180
8th	Reading Plus	Read 180

Use of data analysis to inform and differentiate instruction	Douglass K-8 School uses data to inform and differentiate instruction in various ways: • Teachers meet quarterly with the administrative staff in "goal conferences" to discuss trends in student growth. • The administrative staff works with teachers to track data from summative and formative assessments. • Results from the data are used to inform instructional decisions and encourage goal setting amongst teachers and students. • Teachers also create weekly common assessments. • Results from common assessments are used to monitor student growth. • Results are tracked in the school's data room. The data room helps teachers sustain a global prospective of the school's progress. Teachers engage in collaborative marking to align expectations and student learning. • Three times during the school year, students take Discovery Education Formative Assessments. • Teachers and administrators glean data from test results to determine student progress, determine whether subgroups are meeting goals, and to map out specific intervention and enrichment strategies for the student population. Data from instructional technology is also used guide instruction. • Cohort groups are tracked to determine whether teaching practices are effective. The administrative staff uses this data to guide staffing decisions and professional development needs.
Number of minutes scheduled for core academic subjects	Elementary Per Day and Minutes: • Reading 90 X 180 = 16,200 • Language Arts 30 X 180 = 5,400 • Math 75 X 180 = 13,500 • Science 45 X 180 = 8,100 (including an extra science lab) • Social Studies 30 X 180 = 5,400 Middle School Per Day and Minutes: • Language Arts 55 X 180 = 9,900 • Math 55 X 180 = 9,900

	• Science 55 X 180 = 9,900
	• Social Studies 55 = 9,900
7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	Discovery Education and TCAP data suggests a need to increase instructional time and improve instructional strategies in reading/language arts and mathematics:
	• Discovery Education assessment data are used to gauge the effectiveness of classroom instruction on specific standards and skills in reading and math.
	• Data are used by teachers and students to set goals and create informal individualized plans of instruction for students.
	• Data from computer based programs (Study Island, MimioSprout, and Reading Plus) are used to monitor student progress toward quarterly and end-of the-year goals.
	• AIMSweb testing measures student progress toward math and reading end-of-the-year goals.
	• A mid-year school-wide benchmark has been created by facilitator to measure student progress toward end-of-the-year goals in reading and math.
	• Weekly common assessment data are used to help teachers plan for students needing enrichment and remediation in reading, math, and science.
	• SAT10 and TCAP data are used to identify students performing at, above, or below grade level.
	The following additional needs have been identified:
	• Conduct a yearly gap analysis to measure school's movement toward closing of achievement gap for special education and ELL groups.
	• Devise ways to communicate with feeder schools to ensure students matriculating from middle school meet or exceed expectations.
	• Ensure weekly common assessments and formative assessments are aligned to standards and expectations set locally and nationally.
Timeline for reporting student progress to parents	Douglass K-8 School uses many avenues to report students' academic progress to parents and guardians.
	• Report Cards are issued to the students at the close of each nine-week reporting period. Report cards are "reports to families" that contain academic, conduct, and attendance grades.
	• Progress Reports are distributed every 4 ½ weeks during each reporting quarter.
	• Educators report weekly progress through Weekly Reports.
	• TCAP/SAT10 Reports are distributed yearly.
	• Parent Teacher Conferences are scheduled each semester and on an as-needed basis per parent/teacher request.

	• Through Stand University, parents are provided their children's formative and summative data. Educators and volunteers train parents on how to analyze the data. • Power School is a computer-based program that gives parents access to their children's daily progress. • The administrative staff conduct parent data meetings with each grade level semi-annually. The aim of Douglass K-8 School is to increase parents' ability to adequately read, analyze data, and prepare action plans based on data results. In order to achieve the school's aim, Douglass K-8 must change the current method used to convey data results to increase parents' interest and sense of accountability for their student's data.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	• Community GED Program: A GED class is open to all parents and community members. The class is managed by the district's Messick Adult Learning Center and is housed at Douglass K-8. • Family Resource Center: Douglass houses a full parent/community resources center. • Family Resource Manager: This staff member is responsible for being a parent/community resource liaison and for management of the resource center. • Stand University: In collaboration with Stand for Children, Douglass offers an intensive 8-week training program for all Douglass parents. Classes offered include student data disaggregation, how to be actively engaged in your childs school, etc. • Well Child Health Screening: Well Child, a contracted partner of MCS, offers free health screenings, physicals, and minor medical services. • School's Guidance Department • School Social Worker • School Psychologist In an effort to increase the well being of children and strengthen the Douglass community, Douglass K-8 collaborates with The Life Church, a faith based organization, to insure that students do not experience food security issues over the weekend. Part of our school mission is to meet the needs of our students academically, physically, and emotionally.
Parent support to students and school	• Parents are a part of the review and planning of school related functions and or decisions. • Parents serve as committee members on several boards. Committees consist of the TSIP, Site-Based Decision-Making Council (SBDMC), PTO and Watch D.O.G.S. • Parents volunteer as TCAP proctors, student exhibition jurors, and classroom volunteers. • Douglass has an active PTO.

	• Parents chaperone our student groups who travel to various chess tournaments across the nation. • Parents work with the athletic department to fundraise, provide transportation, work concessions, etc.

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning document or one of your choosing.

Transformation Model

School Name: Douglass K-8 School
Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment. The Transformation Model will provide the opportunity to recruit, place and retain highly effective teachers in the specific content areas which may be hard to staff and will provide the intense individualized professional development that is needed. Although the Transformation Model does not require that we replace at least 50% of our staff, only the teachers with TEM scores of 3 or higher will be allowed to reapply. We will select from the pool of applicants, the most highly effective teachers based on TVAAS and evaluation scores. We anticipate that by hiring highly effective teachers and providing intense, individualized professional development, mentoring, and coaching our teacher retention rate will greatly improve. The opportunities for teacher leadership should also help us with recruiting highly effective teachers. This model will also allow for the implementation of instructional strategies tailored to the needs of the students in each content area. Furthermore, this robust model will help the school address a downward trend in student enrollment and help maintain upward trends in school climate, student and teacher enrollment, and proficiency.
If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date. TVAAS and TEM are currently in place. Current TVAAS data indicate that three teachers for whom TVAAS is available are Level I and thus will not be eligible for rehiring. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Transformation Model.
Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup. Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small. **SY 2013:** 25.4% of All Students will be proficient in R/LA. 25.4% of Economically Disadvantaged Students will be proficient in R/LA. **SY 2014:** 34.3% of All Students will be proficient in R/LA. 34.3% of Economically Disadvantaged Students will be proficient in R/LA. **SY 2015:**

42.2% of All Students will be proficient in R/LA.

42.2% of Economically Disadvantaged Students will be proficient in R/LA.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant)

Students in the "Every Test Taker" subgroup will take a School-wide Benchmark Assessment every four weeks. Discovery Formative Assessment and Common Assessments will be used to track individual students progress in each subgroup.

September 2013
- All students in need of intervention based on the 2013 TCAP proficiency levels will be identified and placed in Tier II or Tier III intervention programs.
- Identify students that are at least 2% points above or below proficient based on the District's formative assessment and /or baseline data.
- The percent of every test taker scoring proficient on the formative assessment in grades 3-5 will increase by at least 4%
- The percent of African American students scoring proficient on formative assessment Test A will increase by at least 4%.
- The percent of Economically Disadvantaged students scoring proficient on formative assessment Test A will increase by at least 4%.
- The percent of Students with Disabilities scoring proficient on formative assessment Test A will increase by at least 3%.
- The percent of English Language Learners scoring proficient on formative assessment Test A will increase by at least 4%.
- Every test taker will take bi-weekly common assessments with 55% of students scoring proficient.

November 2013
- Increase the number of students scoring proficient an additional 4% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 55% of students scoring proficient.
- Increase the number of African American students scoring proficient on formative assessment Test B an additional 4% or higher.
- Increase the number of Economically Disadvantaged students scoring proficient on formative assessment Test B by an additional 4% or higher.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test B by an additional 3% or higher.
- Increase the number of English Language Learners scoring proficient on formative assessment Test B by an additional 4% or higher.

March 2014
- Increase the number of students scoring proficient an additional 4% or higher on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 70% of students scoring proficient.
- Increase the number of African American students scoring proficient on formative assessment Test C an additional 4% or higher.
- Increase the number of Economically Disadvantaged students scoring proficient on formative assessment Test C an additional 4% or higher.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test C an additional 3% or higher.

- Increase the number of English Language Learners scoring proficient on formative assessment Test C an additional 4% or higher.

May 2014
- Increase the number of students scoring proficient an additional 4% or higher on the formative assessment
- Every test taker will take a bi-weekly common assessments with 70% of students scoring proficient
- The percent of third grade students scoring proficient will increase by 13% in 2014.
- The percent of African American students scoring proficient will increase by13% in 2014.
- The percent of Economically Disadvantaged students scoring proficient will increase by 13% in 2014.
- The percent of Students with Disabilities scoring proficient will increase by 10% in 2014.
- The percent of English Language Learners scoring proficient will increase by 13% in 2014.

Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.

Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:
27.8% of All Students will be proficient in Math.
24.1% of Students with Disabilities will be proficient in Math.

SY 2014:
36.5% of All Students will be proficient in Math.
34.0% of Students with Disabilities will be proficient in Math.

SY 2015:
44.1% of All Students will be proficient in Math.
42.6% of Students with Disabilities will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).

Students in the "Every Test Taker" subgroup will take a School-wide Benchmark Assessment every four weeks. Discovery Formative Assessment and Common Assessments will be used to track individual students' progress in each subgroup.

September 2013
- All students in need of intervention based on the 2013 TCAP proficiency levels will be identified and placed in Tier II or Tier III intervention programs.

- Identify students that are at least 2% points above or below proficient based on the District's formative assessment and /or baseline data.
- The percent of every test taker scoring proficient on the formative assessment in grades 3-5 will increase by at least 4%
- The percent of African American students scoring proficient on formative assessment Test A will increase by at least 4%.
- The percent of Economically Disadvantaged students scoring proficient on formative assessment Test A will increase by at least 4%.
- The percent of Students with Disabilities scoring proficient on formative assessment Test A will increase by at least 3%.
- The percent of English Language Learners scoring proficient on formative assessment Test A will increase by at least 4%.
- Every test taker will take bi-weekly common assessments with 55% of students scoring proficient.

November 2013
- Increase the number of students scoring proficient an additional 4% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 55% of students scoring proficient.
- Increase the number of African American students scoring proficient on formative assessment Test B an additional 4% or higher.
- Increase the number of Economically Disadvantaged students scoring proficient on formative assessment Test B an additional 4% or higher.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test B by an additional 3% or higher.
- The percent of English Language Learners scoring proficient on formative assessment Test B an additional 4% or higher.

March 2014
- Increase the number of students scoring proficient an additional 4% or higher on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 70% of students scoring proficient.
- Increase the number of African American students scoring proficient on formative assessment Test C an additional 4% or higher.
- Increase the number of Economically Disadvantaged students scoring proficient on formative assessment Test C an additional 4% or higher.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test C an additional 4% or higher.
- Increase the number of English Language Learners scoring proficient on formative assessment Test C an additional 4% or higher.

May 2014
- Increase the number of students scoring proficient by 4% on the formative assessment.
- Every test taker will take a bi-weekly common assessments with 70% of students scoring proficient
- The percent of third grade students scoring proficient will increase by 13% in 2014.
- The percent of African American students scoring proficient will increase by13% in 2014.
- The percent of Economically Disadvantaged students scoring proficient will increase by 13% in 2014.

- The percent of Students with Disabilities scoring proficient will increase by 10% in 2014.
- The percent of English Language Learners scoring proficient will increase by 10% by 2014.

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
*A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to **develop and increase teacher and school leader effectiveness:***			
1. Replace the principal who led the school prior to commencement of the transformation model	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools.	Spring 2013 (finalization of this step is awaiting approval of the recommended candidate by the Superintendents)	iZone Director
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	Implement the Teacher Effectiveness Measure (TEM) evaluation system district-wide comprised of multiple performance measures including student growth. The TEM components and weightings are as follows: growth in student learning (35%); observation of teachers' practice (45%); other student measure (15%); and student perceptions (5%). As part of TEM, all teachers have multiple observations each school year. Apprentice teachers receive six observations and Professional teachers receive four. Continued collaboration with teachers will be ensured by utilizing survey and focus group feedback as well as an ongoing Teacher Evaluation Working Group. This group made the initial TEM component and weighting	Spring 2013 – June 2014	Executive Director of Teacher Talent & Effectiveness (Tequilla Banks), in collaboration with iZone Director

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	recommendations and continues to be a part of the refinement process.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.	July 2013 – June 2014	iZone Director, Principal
4. Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of substitutes. • Team Building (Bridges and/or Team Trekk) • Common Core Training (State/Region/Local) • Technology Training: SMART Board, CPS • Orton Gillingham (Reading) • Sing, Spell, Read, and Write (Reading)	July 2013-June 2014 July 2013; January 2014 June 2013; Bi-Weekly Aug-April August 2013; Bi-Monthly Aug-Feb May 2013 July 2013	Principal Principal, Instructional Facilitator Principal, Instructional Facilitator, Regional Common Core Coaches Instructional Facilitator, SmarterED Trainer Principal, Instructional Facilitator Instructional Facilitator, iZone Literacy Coach (in

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
			collaboration with Magnolia Elementary)
	• UNRAAVEL Training (Test Taking Strategies) • Data Driven Decision Making • Parent Engagement Training • SPED Inclusion Training • ESL/ELL Best Practices Professional Development	July 2013 July 2013-May 2014; Monthly September 2013; February 2013 August 2013 August 2013	Instructional Facilitator; Teachers Principal Principal, STAND University Facilitator SPED Department Chair; iZone SPED Coach ESL Department Chair
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	During the 2013-2014 school year, staff may be eligible for a recruitment/retention bonus, paid in two equal installments at the end of each semester. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment: • Principal: $4,000 • Assistant Principal: $3,000 • Teacher: $1,000	December 2013 and May 2014	iZone Director

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	During the 2014-2015 school year, staff in the iZone may be eligible for a performance bonus. The performance bonus will be paid if the performance targets set for the 2013-2014 school year are attained. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment: • Principal: $6,000 • Assistant Principal: $4,000 • Teacher: $3,000 Teachers are given the opportunity to present best practices locally and regionally. The PLC structure within the building allows for collaboration and leadership opportunities.	N/A (Year 2) July 2013-May 2014 August 2013-May 2014	iZone Director Principal, Instructional Facilitator Principal, Instructional Facilitator, Teacher-Leaders
*A transformation model is one which the LEA __must__ implement each of the following **comprehensive instructional reform strategies**.*			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards	Douglass uses data from several sources. MimioSprout, Reading Plus, My Sidewalks, EPGY Stanford Math, weekly common assessments, and formative assessment results from Discovery education are utilized by teachers to plan instruction and monitor the effectiveness of instructional practices. The data is used by teachers and students to set goals and monitor student achievement toward benchmark and end of year	August 2013-May 2014	Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	assessments. Teachers meet weekly to discuss student work, review common and formative assessments, and plan lessons to ensure expectations are aligned across grade levels and to monitor student progress toward AMO goals. Based on low performance in reading the following changes will be implemented. The goal is to increase reading gains by at least 15%: • Targeted small group reading will implemented daily for students in grades 2-5 • Two part-time retired teachers will be hired to serve students in grades 2, 3, 4, and 5. The two retired teachers will work with each classroom teacher for 40 minutes daily. Students in each homeroom will be divided into three teams based on data from reading benchmark assessments. The teams of students will rotate between the classroom teachers and two part time teachers on a twenty-day cycle. Teachers will be held accountable for teaching a set of reading standards based on the CCCS. After each twenty-day cycle, the students will be assessed and move to the next teacher. All students will receive a minimum of 40 minutes of small group instruction daily. • An additional Reading/Language arts teacher will		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	serve Tier III students in grades 6-8 using the supplemental research-based program Read 180. Students will receive instruction daily. **Math** Study Island is a web based computer program targeting students who need remediation and enrichment. Tier I and Tier II students will use the program for at least 60 minutes per week. Tier III students will use Study Island or Stanford Math for a minimum of 90 minutes per week. Students K-8 will complete math tasks on a biweekly basis to address common core standards. Mountain Math will be used as an instructional supplement in grades K-6 daily. **Reading/Math** Students will receive 5 additional hours of enrichment or re-teaching daily during Power Hour weekly. Weekly common assessments used to form student groups. Groups are fluid and change weekly depending on student needs.		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Formative Assessments will be administered 3 times per year. Learning Express Folio Assessment will be given twice a year. The TCAP summative assessment will be used to develop action steps for increasing student achievement, plan for professional development, analyze instructional programs and strategies, and develop quarterly milestones that enable the school to meet the AMO targets. School based common assessments will be given bi-weekly to direct instruction based on individual student needs.	September 2013 January 2014 February 2014 September-May 2013-2014	Principal, Assistant Principal, Instructional Facilitator Principal, Classroom Teachers
*A transformation model is one which the LEA **must** implement each of the following strategies to **increase learning time and create community oriented schools**.*			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	Power Hour will be used to provide all students with remediation or enrichment in reading or math. During the Daily Power Hour, a data-driven plan of action will guide use of web-based programs and an inclusion model that facilitates collaboration to reinforce and reteach identified areas of deficiencies. • K-5: "Power Hour" will be an identified hour each day where support staff, interventionists, and retired teachers will push into the classroom to assist with intervention and enrichment under the direction of a	August 2013-May 2015	Principal

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	certificated staff member. • 6-8: Will be on a 90 minute block schedule in all core content areas. Each block will include 20 minutes of intervention/ enrichment for identified areas of need. With the use of the SIG Grant and stakeholder partnerships we plan to offer multiple opportunities for enrichment activities. These programs will be intended to accelerate and combine instruction in all of the core content areas to develop the students' higher order thinking ability. For example, The Memphis Zoo will offer students in Grades 3-8 enriched and hands-on science instruction that correlates directly with Tennessee science SPI's and CCSS.		
9. Provide ongoing mechanisms for family and community engagement	The school's goal is to inform parents regarding their child's achievement and provide parents the skills necessary for them to assist in the overall academic achievement of their child/children. Douglass School pledges to eliminate barriers meaningful parental involvement in the following ways: • Provide meetings on a flexible schedule to ensure full parent participation in planned school/parent meetings. • Clarify educational terms by using simple and direct language when communicating with parents.	August 2013-May 2015	Principal, School Counselor, Retired Teachers, Classroom Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	• Provide printed materials for parents in English, Spanish, Swahili, and Somali. • Provide interpreter services when necessary. • Communicate information via school Web site, e-mail, phone link, school marquee, newsletters, electronic information board marquee, notices and calendars. • Continue to encourage daily dialogue between teachers and parents regarding student behavior and achievement. Douglass School will invite and encourage parents to become meaningfully involved in their child's education and to build capacity for strong parent participation in the following ways: • Organize ongoing activities and committees in which parents are a part of the review and planning of school related functions and or decisions. Committees will consist of the TSIP, SBDMC, Site-Based Decision-Making Council, PTO and Watch D.O.G.S. • Encourage attendance and participation in school/parent regular monthly meetings. Meetings will be scheduled flexibly in mornings, afternoons and evenings in order to accommodate varied parent schedules and allow for maximum parental		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	participation as the school staff endeavors to: • Keep parents informed of current school events, activities, and issues, • Inform parents of the school's Title I and NCLB status • Provide curriculum awareness and explain assessment data • Report student progress and proficiency level • Promote participation in Family Literacy program and family services to enhance parents' ability to assist in the educational process of their child/children • Provide information regarding academic and non-academic programs • Distribute receipt of notices and other communication from the school in a timely manner in order to allow ample time for parental response and/or participation • Utilize partnerships with community organizations, adopters, businesses, and the Parent Resource Center at Douglass to assist in the coordination and integration of parent involvement program		
*A transformation model is one which the LEA __must__ implement each of the following strategies to **provide operational flexibility and sustained support.****			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	All staff members will reapply for existing positions. The principal with the support of the iZone Director will select the new staff. The school will provide increased learning time through	Spring 2013 August 2013 – May	iZone Director Principal

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	an extra hour each day (8:00 a.m. to 4:00 p.m.). The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.	2014 July 2013 – June 2014	
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Technical Assistance will be provided by the offices of Professional Development, Curriculum, and Federal Programs, as well Innovation/Transition which includes the iZone. The iZone Office will conduct monthly meetings to review progress of the nine leading indicators.	Spring 2013 – June 2014 (daily and monthly)	iZone Director
Permissible Strategies for the Implementation of the Transformation Model *A transformation model is one which the LEA __may__ implement any of the following required strategies to: (Strategies #12-26 are not required.)* • *Develop and increase teacher and school leader effectiveness* • *Provide comprehensive instructional reform strategies* • *Increase learning time and create community oriented schools* • *Provide operational flexibility and sustained support.*			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff.	Spring 2013 – June 2014	iZone Director
13. Instituting a system for measuring changes in instructional practices resulting from	Strategies that teachers will participate in after Professional Development Training are: weekly data	July 2013 – June 2014	Principal, Instructional Facilitator, All Core Subject

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
professional development	analysis and reflection; professional learning communities; faculty meeting presentations; observations and reflections; informal observation drop-ins; student quality work boards; mentor/mentee program; and peer observations.		Teachers
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers assigned to the iZone will be granted the opportunity to voluntarily apply to transfer to another location during the regular teacher voluntary transfer period. All teachers will be interviewed by the school site interview committee to determine if the teacher should remain at the location. Teachers not selected to remain at the school will be placed on the surplus list and will adhere to the process for all surplused teachers.	TBD	iZone Director
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers, subject to principal approval, and design and	Spring 2013 – June 2014	Professional Development (Laura Link), Principal, iZone Director

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective. All teachers will continue to have informal observations, known as weekly drop-ins, made by principal, assistant principal, and instructional facilitator to ensure immediate feedback on classroom instruction and management. Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum. Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to increase student performance.		
16. Implementing a schoolwide "response-to-intervention" model	• Students will be screened using "Beginning of the Year" placement assessment to determine students' intervention needs. • Students will be placed in ability groups to receive	August 2013-May 2014	Principal, Instructional Facilitator, Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	intervention in their areas of need. • Research based instructional strategies and web-based intervention programs will be used with each intervention group. • Additional instructional support including retired teachers, highly qualified teachers and other instructional staff will be used in intervention groups. • Students will be reassessed on a monthly basis to determine effectiveness of intervention strategies and appropriateness of grouping. • Teachers will have the autonomy to move students fluidly throughout the intervention groups and/or programs as prescribed by their needs.		
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	Refer to #15.	Spring 2013 – June 2014	Professional Development (Laura Link), Principal, iZone Director
18. Using and integrating technology-based supports and interventions as part of the instructional program	• Douglass K-8 currently uses a variety of instructional technology to improve and monitor student achievement. The school currently utilizes My Sidewalks, Stanford Math, Stanford Law, Reading Plus, MimioSprout, Reading Plus, and Failure Free Reading as intervention programs. All core	August 2013-May 2014	Principal, Instructional Facilitator, Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	classrooms are equipped with SmartBoard Technology in order to provide students with interactive lessons and activities. Several grades utilize student response systems and mobile computer labs, which are used to engage students in the learning, and provide teachers with immediate feedback in order to adjust instruction as needed. Although we offer and utilize several programs, there is a need to streamline the programs that we use to insure fidelity of implementation and effectiveness. ● Moving forward, we will utilize the following instructional technology programs for intervention and enrichment: Study Island (Math, Science, Social Studies) Reading Plus, MimioSprout, and Read 180.		
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to	N/A	N/A	N/A

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
ensure that low-achieving students can take advantage of these programs and coursework (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Douglass K-8 School partners with several parent, community, and faith based organization to help meet the needs of the students. These organizations provide monetary and human resources to assist the school in addressing the needs of the student body. The list includes the following organization: • Buckeye Cellulose Corporation • Douglass Alumni Association • The Life Church • Memphis City Council • Memphis Zoo • Penn Chemical	August 2013-2014	Principal, Parent Resource Counselor, Optional Coordinator

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	• Regions Bank • Smart Move Chess Initiative • St. Paul Missionary Baptist Church • Stand University • University of Memphis Law School • Well Child Health Screening Douglass School's goal is to increase human resources currently provided by the school community and faith based partnerships. These resources will provide tutoring and enrichment opportunities for the student body.		
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Douglass K-8 School will extend the day by 75 minutes four days a week. Students will participate in additional instructional time in the core content areas. Every Wednesday students will participate in early release to allow teachers to engage in vertical teaming, professional development, data meetings, and team building activities to strengthen PLCs and build the capacity of teachers to reach AMOs. Once a month students, parents, and community members will participate in discussions and receive training by school counselors, teachers on staff, and Stand \University staff. .	August 2013-May 2015	District Personnel, iZone Office, School Administrative Team, Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	• Training with Professional Counselors for Bullying Prevention, PBIS, and School Climate Improvement • Consult with school counselors to address behavioral problems based on behavioral data • Incorporate Crisis Prevention Intervention (CPI) training with school personnel • Continue Peer Mediation training with selected elementary and middle school students • Provide avenue for students to report episodes of bullying • Training with ISS teacher in violence prevention and character education • Continue to provide all stakeholders with a voice in school decisions and leadership roles	August 2013-May 2014 Quarterly	Professional School Counselors, CPI Trainers, PBIS Trainers, Principal and Assistant Principal
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A	N/A	N/A
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	The school will be governed by the iZone office.	Spring 2013 – June 2014	iZone Director
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A	N/A	N/A
Pre-Implementation Activities: Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school. Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its			

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)

preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies. ***Preparation for Accountability Measures:*** *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*			

GOAL 1 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February 14, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Douglass School will increase the percentage of students in grades third through eighth scoring proficient or advanced in Reading/Language Arts from 15% in 2011-2012 to 25.4% in 2013-2014 or show a 6.25% increase in the number of students who scored below proficient and show a 6.25% increase in the number of students who are advanced, as reflected by the TCAP Achievement CRT Report in May 2012.
Which need(s) does this Goal address?	Limited achievement in the following sub-populations: All students, African American Students, ESL, Students with Disabilities and Economically Disadvantaged students in reading as reflected by test scores in grades 3 through 8. Other races have very minor representation.
How is this Goal linked to the system's Five-Year Plan?	To create academically challenging, safe, supportive, and effective learning environments. To ensure that all schools are staffed with highly qualified personnel. To establish high levels of accountability for academic and fiscal performance throughout the system To create a climate system wide that is sensitive and responsive to the needs of an increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will use assessment data such as MimioSprout, Reading Plus, My Sidewalks, and common assessments, to determine instructional objectives and target individual and groups of students on a daily basis.	August , 2013– May 2014 weekly, quarterly	Principal, Asst. Principal, Instructional Facilitator, Leadership Team, Teachers	3-ring binders for data collections, the works of Key to Continuous School Improvement – Mike Schmoker, Classroom Instruction that Works- Marzano, Aligning Standards to Improve Reading, The works of Carol Ann Tomlinson, Scott Foresman Baseline and Unit assessment	Site based $300.00 binder/printing Title I funded 2000.00	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Use data to deliver small group instruction for student achievement and SPI mastery. Also information is communicated to students and parents.
Action Steps	Teachers will participate in presentation on Best Practices to increase student achievement in Reading Comprehension.	July 2013- May 2014	Principal, Instructional Facilitator	Display boards Instructional Materials	Presentations $0	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase teacher/staff effectiveness.

Action Step	Teachers and staff will be participants in Team Building to increase staff effectiveness and improved instructional performance.	July 2013-May 2014	Memphis Bridges Trainers	Activities provided by Memphis Bridges	Registration/ Activities/ Stipends $19,810.00	SAI Survey TELL Survey Teacher Observations	Increase teacher/staff effectiveness.
Action Step	Teachers will integrate micro-society into reading standards daily	September 2013 – May 2014 2 days a week – T/TH	Principal, Asst. Principal, Facilitator, Coordinator Teachers	Display boards Instructional Materials	Site-Based $8000.00	Weekly reflection, Formative Assessment, TCAP	Increase student reading proficiency
Action Step	Teachers will attend ongoing high-quality professional development on strategies and methods for implementing differentiated instruction in reading	July 2013-May 2014	Principal, Asst. Principal Instructional Facilitator , Teachers	Corwin Common Core Institute, Access to the works of Robert Marzano, Marcia Tate, McRel, National Reading Panel, Research for Better Teaching, National Literacy Council, Focus on Literacy, and Grant	Training cost may vary according to the presenter and location. Title I Conferences 4000 Out of Town Travel 6000 District Funded	Avatar Evaluations Teachscape Teacher evaluations, classroom observations, teacher reflective notes and individual teacher assessment data results, student work	Small group instruction will be facilitated 80% of the instructional time in the classroom, and Instructional practices reflect research-based and best practices of high performing schools.
Action Step	Teachers will be trained and implement the Sing, Spell, Read, and Write program to increase fluency.	Training: August, 2013 Implementation August 2013-May, 2014	Teacher Reps Magnolia Elementary, I-Zone Literacy Coaches	Sing, Spell, Read, and Write Program Materials	Training: $0 Materials: SIG $12,000	Aimsweb, Common Assessments, HeadSprout results	Increase the number of student fluency and reading comprehension.
Action Step	Teachers will participate in Common Core Training (State, Region, Local)	July, 2013 August, 2013-April, 2014	Principal, Instructional Faciliator, Regional Common Core Coaches	Common Core State Standard Curriculum Guides	Training/Materials: $0	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student scoring below proficient by 6.25%
Action Step	The school organization will provide intervention services for students below academic proficiency.	September 2013 – May 2014	Extended Learning/ Coordinators Guidance FRC Manager	Scott Foresman Quick Reads , Notebooks, pencils, folders, Reading Plus, Stanford, Headsprout	District - None Title One Funding – 11500- 10000 (Salaries) Snacks/Materials/s upplies Computers	Aimsweb, Reading Plus, Discovery Learning Assessment Pre, Mid, Post Tests	Increase student scoring below proficient by 6.25%
Action Step	Small group instruction utilizing Read 180 and district interventions will be implemented daily for targeted students.	July 2013-May 2014	Teachers Part-time retired teachers	Scott Foresman Quick Reads , Notebooks, pencils, folders, Reading Plus, Headsprout	Part-time Retired teachers SIG $42,780.00	Aimsweb, Reading Plus, Discovery Learning Assessment Pre, Mid, Post Tests	Increase student scoring below proficient by 6.25%

Action Step	Teachers will integrate MAPS into reading instruction	August 2013 – May 2014	Principal, Asst. Principal, Facilitator, Coordinator, Teachers	Laptops, Projectors, Video equipment, cameras	Optional Budget $8000	Teachscape, Micro-Society lesson plans	Increase student scoring below proficient by 6.25%
Action Steps	Teachers will be trained to integrate Smartboard and CPS units into reading instruction.	August 2013 Bi-Monthly August 2013 – February 2014	Julie Sanford SmartEd Consultant and Trainer	SmartBoards CPS Systems Computers Laptops	Title I funded District Funded	Aimsweb, Reading Plus, Discovery Learning Assessment Pre, Mid, Post Tests	Increase student scoring below proficient by 6.25%
Action Step	The organization will plan ongoing activities to encourage parental involvement and support for family literacy including "Family Read Night, Student Exhibitions, National Book Week, D.E.A.R., guest readers, Book Fair, MCS Reads	August 2012 – May 2014	Principal, Principal, Asst. Principal Instructional Facilitator , Counselor, Teachers, Students, FRC Manager District Personnel	Books and or videos for parent study groups, instructional games and other materials that can be used at parental involvement activities Marzano: What Works in Schools, Display Boards, Arts/crafts Posters	$500 for snacks $ 2000 materials Title I funded District Funded	Parent-surveys to evaluate student home reading time and completion of student reading logs and book report, climate survey,	Increase the number of student achievement scores to proficient in reading and to increase parental involvement to 70%.
Action Step	Teachers will be trained to implement the Orton Gillingham Multisensory Phonics Program.	May 2013	Principal, Instructional Facilitator K-2 Teachers	Books, CD's, Materials, Software from Orton Gillingham program	==Training – $1950 Travel – $5000 SIG==	Aimsweb, Common Assessments, HeadSprout results	Increase the number of student fluency and reading comprehension
Action Step	Teachers will integrate Reading Plus, MimioSprout, Sing, Spell, Read, and Write, Orton Gillingham, and Stanford LAW into reading instruction to assist in promoting independent reading, small group instruction, comprehension and fluency.	September, 2013 – May 2014 daily	Principal, Asst. Principal Instructional Facilitator , Technology specialist, Teachers	Reading Plus technology resources and books Headphones DVD Player CD Player Listening Station	$5000.00 Classroom libraries for each class Audio - 2000 Title I and District Funded	Results of student Lexile reports and Stanford reports computer generated reports, reading logs	80% of students should score 70% or above on Reading Plus test. Increase percent correct on Stanford LA&W
Action Steps	Teachers will utilize test-taking strategies, UNRAAVEL, to increase students' test-taking skills.	July 2013 May 2014 Weekly	Instructional Facilitator, teachers	Larry Bell's UNRAAVEL program	None	TCAP Scores, District Assessment Results, student questionnaires, student surveys	Students will utilize and communicate testing strategies that are successful.
Action Step	Teachers will receive training in inclusion of SPED.	August, 2013	SPED Department Chair I-Zone SPED Chair	SPED Materials and Resources	None	TCAP Results, EDPlan Results	Increase teacher/staff effectiveness.

Action Step	Teachers will receive training in using best practices for ESL students.	August, 2013	ESL Department Chair	ESL Materials and Resources	None	TCAP (ELDA) Results, EDPlan Results	Increase teacher/staff effectiveness.
Action Steps	Teachers will provide direct instruction in the area of vocabulary for content related words.	September 2013 May 2014 Ongoing	Teachers, reading network coaches, Instructional Facilitator , principal	Marzano: Art and Science of Teaching	Site Based	, TCAP results in the sub test of vocabulary, student work, Formative Assessment, Common Assessments	Student reading and speaking vocabulary will increase thereby increasing comprehension.
Action Steps	Teachers will increase classroom instruction in independent reading time.	August 2013 May 2014 Ongoing	Students, Teachers, Technology Coaches	Classroom Library, and Accelerated Reader software, computers, headphones	Classroom Libraries/Headphones $3000 computerized test Title I funded	Results of student SRI reports , computer generated reports, reading logs, MCS Reads, Grizzlies Reading Challenge will document minutes read and number of books read, District Assessment	Increase student reading scores to meet goal. Increase joy of reading and increase reading fluency.
Action Steps	Students in grades K-8 will use graphic organizers to help express and organize thoughts in all content areas.	August 2013 May 2014 Weekly	Teachers	Thinking Maps: Tools for Learning McRel Vocabulary Instruction	Title I funded Printing - $3500	Lesson Plans, Student work, informal observations, writing assessment, TEACHSCAPE	Students will utilize graphic organizers to process thoughts and promote high order thinking.
Action Step	School based common assessments will be given bi-weekly to direct instruction based on individual student needs.	August 2013 May 2014 Ongoing	Instructional Facilitator, Teachers	Discovery Assessment Probes	District Funded	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student scoring below proficient by 6.25%
Action Step	Five additional hours will be added to the school day as a Power Hour to offer remediation and enrichment to students based on their performance levels in k-5.	July 2013 May 2014	Principal, Asst. Principal Instructional Facilitator , Teachers	I-Zone Specific	SIG Funded $238.533.00	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student scoring below proficient by 6.25%

Action Step	TCAP Summative Assessment will be used to develop action steps for increasing student achievement, plan for professional development, analyze instructional programs and strategies, and develop quarterly milestones that enable the school to meet the AMO targets.	September 2013 January 2014 February 2014 September 2013 – May 2014	Principal, Asst. Principal, Instructional Facilitator, Teachers	TCAP Summative Assessments	District Funded	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring	Increase student scoring below proficient by 6.25%

GOAL 2 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February 14, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	The percentage of fifth and eighth grade students scoring proficiency (4) or above in the area of Writing will increase from 77% to 84% as reflected by the TN Writing Assessment in May 2012
Which need(s) does this Goal address?	Limited achievement in the following sub-populations: All students, African American Students, Economically Disadvantaged, ESL, Students with disability, students in language arts and writing as reflected by test scores in grade 5. Other races have very limited numbers.
How is this Goal linked to the system's Five-Year Plan?	To create academically challenging, safe, supportive and effective learning environments To ensure that all schools are staffed with highly –qualified personnel To establish high levels of accountability for academic and fiscal performance throughout the system To create a climate system-wide that is sensitive and responsive to the needs of an increasingly diverse student and community population

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The school organization will utilize a school-wide writing plan, monthly writing prompts, Learning Express Folio, and a weekly pacing schedule.	August 2013 – May 2014 Ongoing	School Administrators Teachers	Ink cartridges Printers Computers Writing Plan 2010 Tablet Paper Folio Reports	Site-Based Title I	Rubrics Report Card	To increase student achievement and obtaining writing goal of 84% student proficiency
Action Step	Teachers will incorporate writing exercises that focus on both technique and skill lessons across content areas.	August 2013 – May 2014 daily	School Administrators Teachers	notebooks, pencils, folders, handouts	Site-Based Title I	Teachscape/ Class observations Lesson Plan Indicators	To increase student achievement in writing.
Action Step	The organization will provide writing workshops for students and parents to increase writing proficiency in grades 5 and 8.	January 2014	Principal, Instructional Facilitator, Teachers	notebooks, pencils, folders, handouts	$200 for snacks $350 for copies Title I – Parental Involvement	Surveys, evaluations, interviews	To increase student achievement in writing.
Action Step	Instructional staff and administrators will participate in high-quality research professional development in order to meet a variety of diverse needs.	July 2013– May 2014	District, Principal, Instructional Facilitator , Teachers, Cluster Leaders and ESP	Tennessee State Standards, MCS Curriculum Guide Douglass Writing Plan, Web-casts	Title I -4000 Site Based	Rubric, Surveys Avatar Evaluations	To increase students' proficiency in writing.
Action Step	Teachers will use assessment data to determine instructional objectives and target individual	August ,	Principal,	3-ring binders for	$300.00 binders and $5000 printing	Folio Assessment	Use data to direct small

	and groups of students on a daily basis.	2013– May 2014 Monthly	Asst. Principal, Instructional Facilitator , Leadership Team, Teachers	data collections, folio Assessment	cost Title I funded District funded	TCAP	group instruction for student achievement and SPI mastery. Also information is communicated to students and parents

GOAL 3 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February 14, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Douglass School will increase the percentage of students in each grade third through eight, scoring proficient or advanced in Math from 18% in 2011-2012 and to 27.8% by 2013-2014 or show a 6.25% increase in the number of students who scored below proficient and show a 6.25% increase in the number of students who are advanced, as reflected by the TCAP Achievement CRT Report in May 2012.
Which need(s) does this Goal address?	Limited achievement in the following sub-populations: All students, African American Students, and Economically Disadvantaged, ESL, and students with disabilities in math as reflected by test scores in grades 3 through 8. Other races are very limited in number.
How is this Goal linked to the system's Five-Year Plan?	To create academically challenging, safe, supportive and effective learning environments To ensure that all schools are staffed with highly – qualified personnel To establish high levels of accountability for academic and fiscal performance throughout the system To create a climate system-wide that is sensitive and responsive to the needs of an increasingly diverse student and community population. To establish a comprehensive planning process that impacts student achievement

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	**Section C** – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step — Administrative Staff and teachers will attend professional development network sessions on research-based teaching strategies.	July 2013- May 2014 Ongoing	Principal, Assistant Principal Instructional Facilitator District, and Teachers	Journal Calendar Book	Title I $500 District Funded	Professional Development log, Classroom Observation District Assessment Lesson plans	Instructional practices and planned lessons will demonstrate new strategies.
Action Step — Teachers will implement district wide math curriculum daily and integrating content areas of language, science, social studies.	August 2013- May 2014 Daily	Teachers Instructional Facilitator Administrative Staff	Math curriculum, calculators, technology, Mountain Math, Calendar Math kits Ink Cartridges	District Funded $5200.00 – calculators $300.00- overhead calculators $300.00- journals Calendar Math Kit Algebra Readiness Kit	Rubrics Student Projects, Classroom Observation Teachscape Data	Students will identify various ways math is utilized everyday life.
Action Step — Teachers will incorporate math games at least once a week to enhance hands-on practice into classroom rotation.	August 2013- May 2014 Weekly	All Teachers	Math games Calendar Math/Algebra Readiness Workstation activities	Title I/District Funded	Student created math games as a project on display in hall with description and rubric. Classroom observations reflect workstations.	To enhance student achievement and promote high order thinking.

Action Step	Teachers will use Study Island to target students who need remediation and enrichment.	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator, Teachers	Study Island program Computers Labtops	$2500.00 SIG funded	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student low in proficiency to proficient by 10%
Action Step	Teachers will incorporate Mountain Math in their everyday mathematics instruction	August 2013, May 2014	Principal, Asst. Principal, Instructional Facilitator, Teachers	Mountain Math program Computers Laptops	$500.00 SIG	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student low in proficiency to proficient by 10%
Action Step	Teachers will participate in grade level PLC to review and compare data to assist with planning lesson to increase student achievement	August 2013, May 2014	Administrative Team All Teachers	TCAP data, Baseline Test, Formative Assessment Data Compstat/SDIS Report	District Funded Title One	Self Directed Improvement System	Increase student proficiency by 10% in each category
Action Step	The school organization will plan math and science night activities to encourage parental involvement	November, 2013	Principal, Assistant Principal, Instructional Facilitator, District personnel, and Teachers	Educational games related to math and science, display boards, microscopes	$200.00 for snacks 200 - Materials Title I and Site based funded	Survey parents to measure the impact on student success. Quality of student work based on scoring rubric.	Increase student achievement scores to make AYP of 40% in math. Increase parental involvement, and provide strategies/activities for home activities.
Action Step	The school organization will provide extended learning services for students below academic proficiency.	September 2013–April 2014	Extended Learning/Contract Coordinators Instructional Facilitator FRC Manager MLC Coordinator	Stanford Math Calculators Math Manipulatives Coach If I Had a Hammer M2	District/Title One Funding	Discovery Learning Assessment AIMSWEB	Increase student low in proficiency to proficient by 10%
Action Step	Teachers, administrators, and ESP will use technology, Stanford Math and Mountain Math, to address deficiencies in math achievement.	August 2013, May 2014	Principal, Instructional Facilitator, Teachers, and ESP	Computer Software computers, internet hubs Power Strips	Mountain Math SIG -$500.00 Stanford math District Funded	Online reports Rubrics	Teachers, administrators, and ESP will use technology to increase their knowledge of the writing process and increase students' performance in writing.
Action Step	School based common assessments will be given bi-weekly to direct instruction based on individual student needs.	August 2013, May 2014 Ongoing	Instructional Facilitator, Teachers	Discovery Assessment Probes	District Funded	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student scoring below proficient by 6.25%
Action Step	Five additional hours will be added to the school day as a Power Hour to offer remediation and enrichment to students based on their performance levels in k-5.	August 2013, May 2014 Ongoing	Principal, Asst. Principal Facilitator , Teachers	I-Zone Specific	SIG Funded $238,553.00	Discovery Formative Assessment TCAP, Ed Plan, Progress Monitoring Compstat/SDIS	Increase student scoring below proficient by 6.25%

GOAL 4 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*	Revised DATE: February 12, 2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	To increase the school's attendance rate from 94% to 96% in 2013-2014.
Which need(s) does this Goal address?	Limited achievement in the following sub-populations: All students, African American Students, ESL, and Economically Disadvantaged and students with disabilities. Other races are very limited in number.
How is this Goal linked to the system's Five-Year Plan?	To create academically challenging, safe, supportive and effective learning environments To ensure that all schools are staffed with highly – qualified personnel To establish high levels of accountability for academic and fiscal performance throughout the system To create a climate system-wide that is sensitive and responsive to the needs of an increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*		IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will utilize computer-based attendance system to have an accurate account of daily attendance.	August 2013- May 2014 Daily	All Teachers, GOS secretary	Computers SMS management system	District funded	Daily attendance report Data Board	Teachers will track student attendance.
Action Step	Students will encourage daily student attendance through peer mediation.	August 2013- May 2014 Every 20 days	Guidance counselor, students	20-day attendance report	None	Analyze attendance report to devise a plan to address habitual absentees.	Positive peer communication to promote daily attendance and meet goal
Action Step	The organization will provide various activities to encourage student attendance	August 2013- May 2014	Administrative Staff Teachers, Community Leaders Parents SART	Attendance Board, computers, ink cartridges, SMS Daily Report	Title I Site Based	SMS, Daily Attendance Report	Student attendance rate will increase from 94 – 95%
Action Step	The organization will provide attendance focused lessons to ensure student daily attendance.	August 2013- May 2014	Administration Guidance counselor SART	SMS Attendance Report	District Funded	9 Period Attendance Reports, State Report	Student attendance rate will increase from 94 to 96%.

GOAL 5 – Action Plan Development

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Douglass School will implement school wide strategies to increase parental involvement by 10% in 2012-2013 and by 15% in 2013-2014.
Which need(s) does this Goal address?	Limited achievement in the following sub-populations: All students, African American Students, ESL, and Economically Disadvantaged, and students with disabilities in math as reflected by test scores in grades 3 through 6. Other races are very limited in number.
How is this Goal linked to the system's Five-Year Plan?	To create academically challenging, safe, supportive and effective learning environments To ensure that all schools are staffed with highly –qualified personnel To establish high levels of accountability for academic and fiscal performance throughout the system To create a climate system-wide that is sensitive and responsive to the needs of an increasingly diverse student and community population

ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*   IMPLEMENTATION PLAN – Template 4.3 – *(Rubric Indicator 4.3)*

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The school will conduct monthly PTO and six Site-based leadership Council meetings.	Sept. 2013 Oct. 2013 Nov. 2013 Jan. 2014 Feb. 2014 Apr. 2014	Principal, I/F, District PTO Pres., Faculty, PTO members	Site-Base Council by-laws, Parental Involvement Policy, School Compact	$100.00/ea. Title I Budget, Site-Based Budget	School Climate Survey, TSIPP, Parental Involvement Plan, NCLB Auditing process, parent surveys, AYP Status	Increase school wide proficiency levels for academic and social subjects as indicated through implementation of school-wide Improvement process
Action Step	The school will provide a variety of parent training opportunities.	Sept. 2013- May 2014	Principal, I/F, Faculty	PBIS Behavior Plan, Student Code of Conduct, Behavior Contracts, Stand for Children	$2500.00 Title I Budget	Parent Survey, School Climate Survey, Parent Feedback, Q&A	Increase school wide proficiency levels for academic and social subjects as indicated through implementation of school-wide Improvement process
Action Step	The school will provide opportunities for parental involvement by increasing their knowledge in the services that they can help in the school through Watch DOGS, Doughnuts with Dad and Muffins with Mom, and Grandparents Day.	Sept 2013 Oct 2013 Nov. 2013 Dec. 2013 Jan. 2014 Feb. 2014	Principal, I/F, Parent Counselor, Faculty	Parental Involvement Policy, School Compact	$1200.00 Title I Budget	Parent Survey, School Climate Survey, Parent Feedback, Q&A	Increase school wide proficiency levels for academic and social subjects as indicated through implementation of school-wide Improvement process
Action Step	The school has a newsletter that goes home, parent link phone messages, and Textblast to inform parents about upcoming events and opportunities at the school.	Sept. 2013- May 2014 Bi-weekly	Principal, Optional School Coordinator	Parental Involvement Policy, Micro-Society Program	$500.00 Printing Site-Based Budget $600.00Textblast Title I Budget	Parent Survey, School Climate Survey	Increase school wide proficiency levels for academic and social subjects as indicated through implementation of school-wide Improvement process